



June 2008

DEPARTMENT OF EDUCATION
2007–2008 School Year Reports

Dear School Board Members and School Personnel:

The Maine Educational Assessment (MEA) is the State's measure of student progress in achieving the State standards known as *Learning Results*, adopted by the Maine Legislature in 1997. These *Learning Results* established goals for what all students should know and be able to do at certain times in their school careers and are the basis for Grade Level/Span Expectations, which describe the assessment standards for each grade. The MEA is administered to students in all grades 3 through 8 to meet state assessment requirements and the requirements of the federal *No Child Left Behind Act*.

The 2007-2008 MEA summary reports contain the results of student achievement in reading and mathematics at all grades, science and technology at grades 4 and 8, and writing at grade 5 based on achievement standards set in 2006 and disaggregated by student and school characteristics. This report, together with MEA individual student and subject-specific class analysis reports, provides support for use in program evaluation and planning.

MEA results reflect scores based on test questions that are taken in common by the approximately 15,000 students in each grade level. Students' scores in each content area are based on answers to a combination of multiple-choice questions and questions that require students to construct an answer. The grade 5 writing reports provide information on a student's ability to respond to a prompt measuring narrative writing. More information about the design of the MEA is available at www.maine.gov/education/mea/index.htm.

I look forward to working with you in support of our continued efforts to improve the quality and effectiveness of the instructional opportunities designed to help all students achieve the high standards of the *Learning Results* and demonstrate that achievement through performance on the Maine Educational Assessment.

Sincerely,

Susan A. Gendron
Commissioner of Education



School Report Grade 4

Test Date: March 2008
Code: 11341359
SAU: Portland Public Schools
School: Riverton School

Contents of the Report

The report is divided into two main sections including a section describing the students tested and a separate section for the results in each content area.

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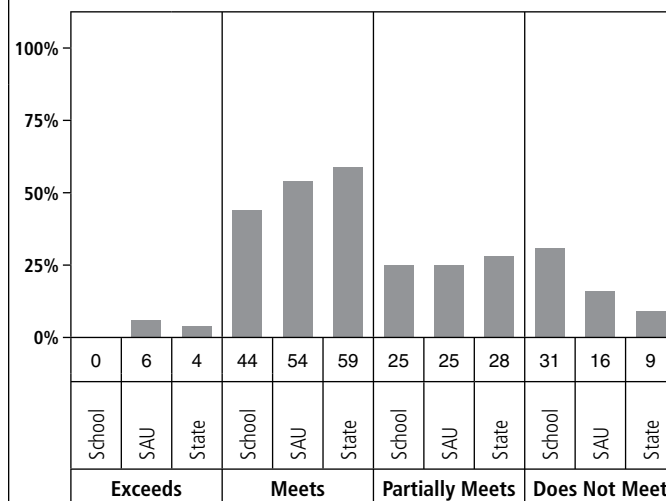
SUMMARY OF SCORES

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

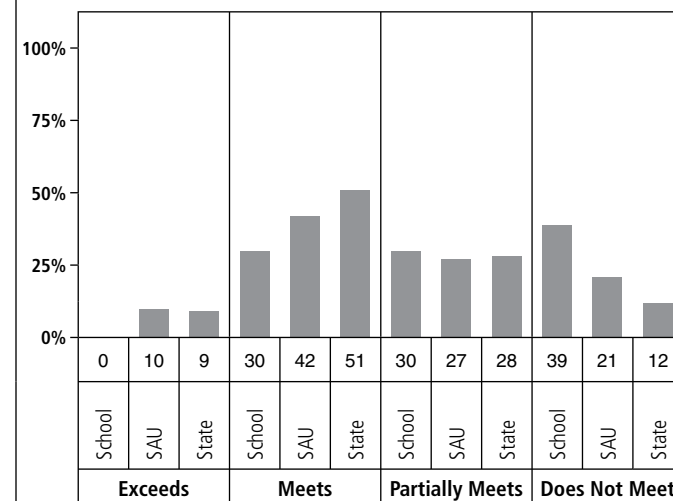
Summary of School, SAU, and State Scores

Year	Average Scaled Score		
	School	SAU	State
ELA – Reading			
2005–2006	439	444	444
2006–2007	436	443	445
2007–2008	439	443	445
Cum. Avg. *	438	443	445
Mathematics			
2005–2006	439	444	444
2006–2007	435	442	445
2007–2008	432	442	445
Cum. Avg. *	435	443	445
Science & Technology			
2005–2006	438	443	444
2006–2007	433	441	444
2007–2008	434	441	444
Cum. Avg. *	435	442	444

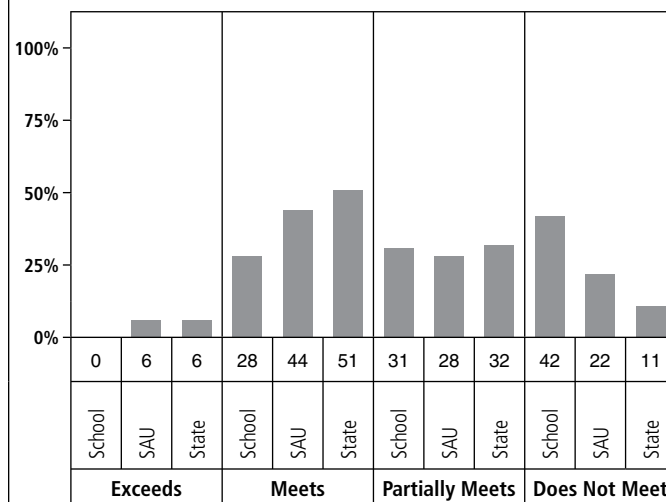
ELA – READING



MATHEMATICS



SCIENCE AND TECHNOLOGY



*Cumulative averages are weighted, i.e., the scaled scores are averaged proportionally based on the numbers of students in each year.

SUMMARY OF STUDENT PARTICIPATION

Test Date: March 2008
 Grade: 4
 SAU: Portland Public Schools
 School: Riverton School

CATEGORY OF PARTICIPATION	Enrollment ¹ during testing window						CONTENT AREA PARTICIPATION ²																											
							ELA-Reading						Mathematics						Science and Technology						School			SAU			State			
	School		SAU		State		School		SAU		State		School		SAU		State																	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%				
Total number of students	66	100	516	100	14207	100	65	98	509	99	14181	100	66	100	511	99	14123	100	65	98	508	98	14115	99										
Ethnicity African American/Black	23	35	96	19	390	3	23	100	94	98	388	99	23	100	96	100	388	99	23	100	94	98	386	99										
American Indian or Native Alaskan	0	0	1	0	101	1	0	0	1	100	101	100	0	0	1	100	101	100	0	0	1	100	101	100										
Asian or Pacific Islander	5	8	56	11	263	2	5	100	56	100	259	98	5	100	56	100	262	100	5	100	56	100	262	100										
Hispanic	2	3	19	4	170	1	2	100	18	95	168	99	2	100	18	95	166	98	2	100	18	95	166	98										
Caucasian/White	36	55	344	67	13282	93	35	97	340	99	13264	100	36	100	340	99	13205	100	35	97	339	99	13199	99										
Not Reported	0	0	0	0	1	0	0	0	0	0	1	100	0	0	0	0	1	100	0	0	0	0	1	100										
Identified disability	13	20	91	18	2524	18	13	100	90	99	2514	100	13	100	90	99	2498	99	13	100	88	97	2494	99										
Current LEP	26	39	129	25	385	3	25	96	126	98	377	98	26	100	129	100	383	99	25	96	126	98	380	99										
Economically disadvantaged	38	58	265	51	5587	39	37	97	259	98	5569	100	38	100	261	98	5538	99	37	97	258	97	5534	99										
Migrant	0	0	0	0	5	0	0	0	0	0	5	100	0	0	0	0	5	100	0	0	0	0	5	100										

MODE OF PARTICIPATION ³	ELA-Reading						Mathematics						Science and Technology											
	School		SAU		State		School		SAU		State		School		SAU		State		School		SAU		State	
	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%	n	%
Participation without accommodations	35	53	324	63	10755	76	35	53	323	63	10730	76	35	53	323	63	10776	76						
Identified disability (PET/IEP)	4	11	9	3	375	3	4	11	9	3	374	3	4	11	9	3	384	4						
LEP	8	23	37	11	148	1	8	23	37	11	148	1	8	23	37	11	150	1						
504 plan	0	0	2	1	114	1	0	0	2	1	114	1	0	0	2	1	115	1						
Participation with accommodations	29	44	182	35	3298	23	31	47	187	36	3267	23	30	45	185	36	3215	23						
Identified disability (PET/IEP)	9	31	80	44	2013	61	9	29	80	43	1998	61	9	30	79	43	1986	62						
LEP	16	55	86	47	225	7	18	58	91	49	233	7	17	57	89	48	229	7						
504 plan	0	0	0	0	69	2	0	0	0	0	68	2	0	0	0	0	67	2						
Other	5	17	26	14	1046	32	5	16	26	14	1023	31	5	17	27	15	987	31						
Participation through alternate assessment (PAAP)	0	0	1	0	126	1	0	0	1	0	126	1	0	0	0	0	124	1						
Identified disability (PET/IEP)	0	0	1	100	126	100	0	0	1	100	126	100	0	0	0	0	124	100						
LEP	0	0	1	100	2	2	0	0	1	100	2	2	0	0	0	0	1	1						
504 plan	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0						
Approved non-participation in reading – 1st year LEP	1	2	2	0	2	0																		
Approved non-participation – special consideration	0	0	0	0	15	0	0	0	0	0	16	0	0	0	0	0	12	0						
Non-participation – other	1	2	7	1	11	0	0	0	5	1	68	0	1	2	8	2	80	1						

1 Percents are the percentage of students enrolled in each participation category.

2 Percents are the percentage of students, including those who participated through alternate assessment (PAAP), who participated in the content area.

3 Percents are the percentage of students in each content area by mode.

ELA–READING RESULTS

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing in-depth inferences, analyzing texts for subtle clues, synthesizing information across texts, and using his/her knowledge of text features and literary devices to make deeper connections within or across texts to increase comprehension. (scaled score 461–480)	2005-2006	0	0	33	7	601	4
	2006-2007	0	0	15	3	507	4
	2007-2008	0	0	28	6	559	4
	Cum. Total*	0	0	76	5	1667	4
Meets the Standards – The student’s work demonstrates the ability to read and interpret literary and informational texts appropriate for the grade level by drawing inferences, summarizing main ideas and providing supporting details, connecting ideas within and across texts, and using his/her knowledge of text features and literary devices to increase comprehension. (scaled score 441–460)	2005-2006	33	45	266	53	7910	57
	2006-2007	26	35	261	53	8749	63
	2007-2008	28	44	271	54	8308	59
	Cum. Total*	87	41	798	53	24967	60
Partially Meets the Standards – The student’s work demonstrates an inconsistent ability to read and interpret literary and informational texts appropriate for the grade level. The student’s ability to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, and use his/her knowledge of text features and literary devices varies depending on the texts. (scaled score 431–440)	2005-2006	26	35	120	24	3970	29
	2006-2007	28	38	148	30	3467	25
	2007-2008	16	25	128	25	3922	28
	Cum. Total*	70	33	396	26	11359	27
Does Not Meet the Standards – The student’s work demonstrates a limited ability to read and interpret literary and informational texts appropriate for the grade level. The student’s responses are often vague or incorrect leaving the impression that the student found it difficult to draw inferences, summarize main ideas and provide supporting details, connect ideas within and across texts, or use his/her knowledge of text features and literary devices to support comprehension. (scaled score 400–430)	2005-2006	15	20	79	16	1421	10
	2006-2007	20	27	68	14	1165	8
	2007-2008	20	31	79	16	1264	9
	Cum. Total*	55	26	226	15	3850	9

Learning Results Content Standard Cluster	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Total Reading Cluster	48	100	24.7	51.5	28.5	59.4	29.7	61.9
Literary Text	24	50	12.6	52.5	14.8	61.7	15.5	64.6
Informational Text	24	50	12.0	50.0	13.7	57.1	14.2	59.2

The Maine *Learning Results* reading cluster includes Content Standards A (Process of Reading), B (Literature and Culture), and D (Informational Texts). The MEA assesses students’ reading skills based on questions related to two types of reading passages: literary and informational. Passages include both long and short texts, selected from developmentally appropriate works. Items on the MEA measure Grade Level Expectations, based on Maine’s 1997 *Learning Results*, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



ELA-READING RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Portland Public Schools
 School: Riverton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	64	0	0	28	44	16	25	20	31	439	506	6	54	25	16	443	14053	4	59	28	9	445
Ethnicity																						
African American/Black	22	0	0	4	18	5	23	13	59	432	91	1	24	37	37	434	384	1	36	35	28	438
American Indian or Native Alaskan	0										1						101	1	46	44	10	442
Asian or Pacific Islander	5	0	0	3	60	1	20	1	20	442	56	0	41	38	21	439	259	6	61	22	11	445
Hispanic	2										18	0	39	28	33	436	164	0	45	38	16	440
Caucasian/White	35	0	0	21	60	10	29	4	11	443	340	8	64	20	8	447	13144	4	60	28	8	445
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	1	8	6	46	6	46	431	89	0	28	42	30	435	2388	0	29	44	26	437
No	51	0	0	27	53	10	20	14	27	440	417	7	59	22	12	445	11665	5	65	25	6	446
Current LEP																						
Yes	24	0	0	6	25	3	13	15	63	432	123	0	26	37	37	434	373	1	32	35	32	436
No	40	0	0	22	55	13	33	5	13	443	383	7	62	22	9	446	13680	4	60	28	8	445
Economically disadvantaged																						
Yes	37	0	0	8	22	9	24	20	54	433	257	1	36	38	25	438	5502	1	47	37	14	441
No	27	0	0	20	74	7	26	0	0	447	249	10	72	12	6	449	8551	6	67	22	5	447
Migrant																						
Yes	0										0						5	0	40	60	0	445
No	64	0	0	28	44	16	25	20	31	439	506	6	54	25	16	443	14048	4	59	28	9	445
Gender																						
Female	29	0	0	15	52	7	24	7	24	440	257	9	54	22	15	445	6959	5	61	26	8	446
Male	35	0	0	13	37	9	26	13	37	437	249	2	53	29	16	442	7093	3	57	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	60	0	0	28	47	14	23	18	30	439	214	0	42	32	26	439	1890	0	37	46	17	439
No	4										292	9	62	20	8	447	12163	5	63	25	8	446
Gifted/talented program																						
Yes	0										8	0	100	0	0	453	266	21	74	4	0	456
No	64	0	0	28	44	16	25	20	31	439	498	6	53	26	16	443	13787	4	59	28	9	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

ELA–READING RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
		%	N	%	N	%	N	%	N													
How much homework do you do on school nights? A. none B. less than one hour C. one to two hours D. more than two hours	5 67 23 5	0 0 0 0	0 0 0 0	0 21 6 1	0 49 40 33	2 9 4 1	67 21 27 33	1 13 5 1	33 30 33 33	434 440 436 431	3 68 27 2	0 5 8 0	7 55 60 17	40 25 23 50	53 15 9 33	428 444 446 431	5 74 18 2	1 4 5 3	42 62 59 32	36 27 29 34	21 7 7 31	440 445 446 438
How well do the questions that you have just been given on this MEA test match what you have learned in school about reading? A. The questions on the test match what I have learned in reading class. B. They match some of what I have learned. C. They match just a little of what I have learned. D. There is no match.	13 58 20 9	0 0 0 0	0 0 0 0	1 21 3 3	13 57 23 50	2 9 4 1	25 24 31 17	5 7 6 2	63 19 46 33	429 442 434 437	22 54 16 8	5 6 4 3	61 60 36 28	19 26 33 26	15 8 27 44	446 445 439 434	30 52 12 5	6 4 2 0	63 63 46 33	24 27 37 40	7 6 15 26	446 446 441 437
Which of the following best describes how you rate yourself as a student in reading? A. very good B. good C. fair D. poor	34 48 16 2	0 0 0 0	0 0 0 0	15 11 2 0	68 35 20 0	3 9 4 0	14 29 40 0	4 11 4 1	18 35 40 100	445 436 435 414	36 52 12 1	8 5 2 0	58 55 38 0	22 26 32 50	12 14 28 50	446 444 438 424	35 51 12 2	7 3 1 0	66 60 44 23	20 29 40 47	6 7 16 30	448 445 440 436
How hard was the reading part of this test? A. harder than my regular schoolwork B. about the same as my regular schoolwork C. easier than my regular schoolwork	27 58 16	0 0 0	0 0 0	3 19 6	18 51 60	6 8 2	35 22 20	8 10 2	47 27 20	433 440 440	19 64 17	3 6 5	29 63 50	30 22 32	38 9 13	435 446 443	19 62 18	2 5 3	46 64 58	34 26 29	17 5 10	442 446 444
How hard were the reading passages on this test? A. Most of the passages were more difficult than what I usually read. B. Most of the passages were about the same as what I usually read. C. Most of the passages were easier than what I usually read.	22 55 23	0 0 0	0 0 0	0 18 10	0 51 67	5 8 3	36 23 20	9 9 2	64 26 13	429 440 443	18 50 32	0 5 10	19 59 66	34 26 19	47 10 5	432 445 449	14 52 33	0 3 7	32 62 68	46 28 20	22 7 5	438 445 448
How much time do you spend reading at home each day? A. more than one hour B. 20 minutes to an hour C. less than 20 minutes D. I rarely read at home.	17 66 11 6	0 0 0 0	0 0 0 0	5 22 1 0	45 52 14 0	2 11 0 3	18 26 0 75	4 9 6 1	36 21 86 25	436 441 428 437	18 60 12 10	7 6 3 2	59 58 36 39	23 25 17 41	11 10 44 18	446 445 436 439	18 55 14 13	7 4 2 1	64 64 53 44	22 26 33 39	7 6 12 16	447 446 443 441
How many pages do you read in school and to complete homework assignments? A. five or fewer pages B. six to ten pages C. eleven or more pages	17 22 60	0 0 0	0 0 0	3 3 22	27 21 58	3 5 7	27 36 18	5 6 9	45 43 24	437 435 441	16 20 64	6 3 6	36 54 59	36 18 26	22 26 9	441 441 446	23 25 52	3 3 5	50 60 64	34 29 24	13 8 6	442 444 446
Optional school/SAU question A. B. C. D.	100 0 0 0	0 	0 	0 	0 	0 	0 	3 	100 	422 	33 33 8 25	0 0 0 33	0 0 0 0	0 75 100 0	100 25 0 67	421 432 432 432	 	 	 	 	 	

MATHEMATICS RESULTS

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in mathematics, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information; analyze and solve difficult problems, including developing and implementing strategies, efficiently and accurately performing procedures, and recording and justifying solutions; and explain complex concepts. (scaled score 461–480)	2005-2006	5	7	50	10	1294	9
	2006-2007	1	1	41	8	1054	8
	2007-2008	0	0	50	10	1321	9
	Cum. Total*	6	3	141	9	3669	9
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in mathematics, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve problems including developing and implementing strategies, to perform procedures, and to record and explain solutions and concepts. The student’s work may contain minor errors. (scaled score 441–460)	2005-2006	30	40	243	48	7000	50
	2006-2007	31	42	222	45	7394	53
	2007-2008	20	30	214	42	7079	51
	Cum. Total*	81	38	679	45	21473	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in mathematics and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems, and explain concepts. Problem solving strategies may be flawed, procedures performed inaccurately, methods not recorded and/or problems not completed. (scaled score 429–440)	2005-2006	23	31	122	24	3784	27
	2006-2007	17	23	142	29	3729	27
	2007-2008	20	30	137	27	3955	28
	Cum. Total*	60	28	401	27	11468	27
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in mathematics and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and explain concepts. Problem solving strategies and procedures are often flawed or inappropriate and there may be many omissions. (scaled score 400–428)	2005-2006	17	23	87	17	1894	14
	2006-2007	25	34	93	19	1735	12
	2007-2008	26	39	109	21	1642	12
	Cum. Total*	68	32	289	19	5271	13

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Numbers and Operations	15	31	6.1	40.7	8.6	57.3	9.5	63.3
Cluster 2: Shape and Size	14	29	6.8	48.6	8.5	60.7	9.1	65.0
Cluster 3: Mathematical Decision Making	5	10	2.5	50.0	3.2	64.0	3.4	68.0
Cluster 4: Patterns	14	29	8.3	59.3	9.3	66.4	9.7	69.3

- Cluster 1: Numbers and Operations**
A. Numbers and Number Sense
B. Computation
I. Discrete Mathematics (grades 3 and 4 only)
- Cluster 2: Shape and Size**
E. Geometry
F. Measurement
- Cluster 3: Mathematical Decision Making**
C. Data Analysis and Statistics
D. Probability
- Cluster 4: Patterns**
G. Patterns, Relations, and Functions
H. Algebra Concepts
K. Mathematical Communication

Each content standard in the clusters above is defined in Maine’s 1997 *Learning Results*, which are the basis for Grade Level Expectations. Each item on the MEA measures a grade level expectation, which can be found at <http://www.maine.gov/education/lsalt/gles.htm>.



MATHEMATICS RESULTS

(CONTINUED)

Test Date: March 2008
 Grade: 4
 SAU: Portland Public Schools
 School: Riverton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	66	0	0	20	30	20	30	26	39	432	510	10	42	27	21	442	13997	9	51	28	12	445
Ethnicity																						
African American/Black	23	0	0	2	9	6	26	15	65	424	95	2	19	25	54	429	386	4	26	34	36	434
American Indian or Native Alaskan	0										1						101	3	46	41	11	442
Asian or Pacific Islander	5	0	0	2	40	2	40	1	20	436	56	4	43	30	23	440	262	14	51	23	12	447
Hispanic	2										18	6	17	39	39	433	162	4	41	34	21	440
Caucasian/White	36	0	0	16	44	12	33	8	22	437	340	13	49	26	11	446	13085	10	51	28	11	446
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	0	0	6	46	7	54	425	89	0	20	35	45	431	2372	3	31	36	30	436
No	53	0	0	20	38	14	26	19	36	434	421	12	47	25	16	444	11625	11	54	27	8	447
Current LEP																						
Yes	26	0	0	3	12	6	23	17	65	424	128	3	23	30	44	432	381	4	33	28	35	435
No	40	0	0	17	43	14	35	9	23	437	382	12	48	26	14	445	13616	10	51	28	11	445
Economically disadvantaged																						
Yes	38	0	0	5	13	8	21	25	66	424	260	5	29	31	35	435	5472	5	41	35	19	440
No	28	0	0	15	54	12	43	1	4	443	250	15	56	22	7	449	8525	13	56	24	7	448
Migrant																						
Yes	0										0						5	0	80	20	0	448
No	66	0	0	20	30	20	30	26	39	432	510	10	42	27	21	442	13992	9	51	28	12	445
Gender																						
Female	30	0	0	9	30	10	33	11	37	433	259	10	40	29	21	442	6933	9	50	29	12	445
Male	36	0	0	11	31	10	28	15	42	431	251	10	44	25	22	442	7063	10	51	27	11	446
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	62	0	0	20	32	18	29	24	39	433	219	5	29	33	33	436	1890	2	34	41	23	438
No	4										291	13	52	22	13	446	12107	11	53	26	10	446
Gifted/talented program																						
Yes	0										8	75	25	0	0	467	266	45	49	5	0	461
No	66	0	0	20	30	20	30	26	39	432	502	9	42	27	22	441	13731	9	51	29	12	445

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

MATHEMATICS RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	0	0	3	100	418	3	0	7	29	64	425	5	6	34	33	27	438
B. less than one hour	66	0	0	13	30	16	37	14	33	433	68	11	42	26	21	442	74	10	52	28	10	446
C. one to two hours	25	0	0	6	38	3	19	7	44	432	27	7	48	30	14	444	18	10	52	28	10	446
D. more than two hours	5	0	0	1	33	1	33	1	33	434	2	8	17	25	50	433	2	5	33	28	34	436
How well do the questions that you have just been given on this MEA test match what you have learned in school about mathematics?																						
A. The questions on the test match what I have learned in mathematics class.	26	0	0	8	47	7	41	2	12	438	34	14	53	23	11	447	38	13	56	23	8	448
B. They match some of what I have learned.	49	0	0	10	31	8	25	14	44	433	47	11	42	30	17	444	48	8	52	29	10	445
C. They match just a little of what I have learned.	15	0	0	2	20	3	30	5	50	426	14	3	26	28	43	432	10	4	35	39	22	439
D. There is no match.	9	0	0	0	0	2	33	4	67	419	5	0	8	33	58	426	4	2	25	33	40	433
Which of the following best describes how you rate yourself as a student in mathematics?																						
A. very good	28	0	0	4	22	6	33	8	44	429	34	17	47	18	18	446	35	16	55	20	8	449
B. good	54	0	0	14	40	11	31	10	29	436	51	8	42	31	19	442	48	7	52	31	11	445
C. fair	15	0	0	2	20	2	20	6	60	427	12	2	36	32	31	437	14	3	41	38	18	440
D. poor	3	0	0	0	0	1	50	1	50	419	3	0	19	44	38	431	3	1	29	36	34	435
How hard was the mathematics part of this test?																						
A. harder than my regular schoolwork	27	0	0	4	24	4	24	9	53	427	19	3	17	23	57	428	15	4	38	33	25	439
B. about the same as my regular schoolwork	59	0	0	13	35	14	38	10	27	436	64	11	46	32	11	445	64	10	54	28	9	446
C. easier than my regular schoolwork	14	0	0	2	22	2	22	5	56	426	17	14	52	18	16	445	21	13	52	24	11	447
How often do you use hands-on materials in mathematics class?																						
A. almost every day	31	0	0	2	10	9	45	9	45	429	20	5	29	38	28	437	23	8	47	29	16	443
B. two or three days a week	25	0	0	8	50	5	31	3	19	438	33	12	45	25	18	443	36	11	54	27	9	447
C. two or three times each month	28	0	0	5	28	4	22	9	50	430	26	12	47	23	18	445	25	10	53	27	10	446
D. never or almost never	17	0	0	5	45	2	18	4	36	434	21	9	45	26	20	442	16	9	46	32	13	444
How often do you use calculators in mathematics class?																						
A. almost every day	8	0	0	0	0	1	20	4	80	414	5	4	8	19	69	425	5	3	30	33	33	436
B. two or three days a week	11	0	0	2	29	3	43	2	29	435	21	13	35	30	22	442	19	8	50	30	12	445
C. two or three times each month	34	0	0	9	41	6	27	7	32	436	33	11	49	28	12	446	38	11	55	26	8	447
D. never or almost never	48	0	0	9	29	10	32	12	39	432	41	8	45	27	21	441	38	9	50	29	12	445
On average, how many minutes a day do you spend working on mathematics in class?																						
A. less than 30 minutes	8	0	0	2	40	1	20	2	40	431	7	0	33	36	31	435	8	3	33	38	25	438
B. 30–45 minutes	32	0	0	7	33	6	29	8	38	434	27	9	41	29	21	442	27	6	48	33	13	443
C. 45–60 minutes	49	0	0	10	31	13	41	9	28	434	45	14	40	26	20	443	38	11	54	26	9	447
D. more than 60 minutes	11	0	0	1	14	0	0	6	86	421	21	6	51	24	19	442	26	13	55	23	9	448
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	3	100	404	36	0	0	25	75	411						
B.	0										36	0	0	50	50	426						
C.	0										9	0	0	0	100	428						
D.	0										18	50	0	0	50	435						

SCIENCE AND TECHNOLOGY RESULTS

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

ACHIEVEMENT LEVEL DEFINITIONS		STUDENTS AT EACH ACHIEVEMENT LEVEL					
		School		SAU		State	
		N	%	N	%	N	%
Exceeds the Standards – The student’s work demonstrates in-depth understanding of essential concepts in science, including the ability to make multiple connections among central ideas. The student’s responses demonstrate the ability to synthesize information, analyze and solve difficult problems using the processes of scientific inquiry, and explain complex concepts using evidence and proper terminology to support and communicate logical conclusions. (scaled score 461–480)	2005-2006	2	3	30	6	751	5
	2006-2007	1	1	32	6	963	7
	2007-2008	0	0	31	6	882	6
	Cum. Total*	3	1	93	6	2596	6
Meets the Standards – The student’s work demonstrates a general understanding of essential concepts in science, including the ability to make connections among central ideas. The student’s responses demonstrate the ability to analyze and solve routine problems using the processes of scientific inquiry and explain central concepts with sufficient clarity and accuracy to demonstrate general understanding. (scaled score 441–460)	2005-2006	30	41	241	48	7251	52
	2006-2007	22	30	210	43	6824	49
	2007-2008	18	28	224	44	7130	51
	Cum. Total*	70	33	675	45	21205	51
Partially Meets the Standards – The student’s work demonstrates incomplete understanding of essential concepts in science and inconsistent connections among central ideas. The student’s responses demonstrate some ability to analyze and solve problems using scientific inquiry but the quality of responses is inconsistent. Explanation of concepts may be incomplete or unclear. (scaled score 429–440)	2005-2006	25	34	157	31	4514	32
	2006-2007	26	35	162	33	4382	32
	2007-2008	20	31	141	28	4433	32
	Cum. Total*	71	33	460	31	13329	32
Does Not Meet the Standards – The student’s work demonstrates limited understanding of essential concepts in science and infrequent or inaccurate connections among central ideas. The student’s responses demonstrate minimal ability to solve problems and use the skills of scientific inquiry. There are many inaccuracies and explanations are illogical, incomplete, or missing. (scaled score 400–428)	2005-2006	17	23	74	15	1458	10
	2006-2007	25	34	90	18	1735	12
	2007-2008	27	42	112	22	1546	11
	Cum. Total*	69	32	276	18	4739	11

Learning Results Content Standard Clusters	Number of Points Possible		Average Points Attained (Number and Percent)					
			School		SAU		State	
	N	%	N	%	N	%	N	%
Cluster 1: Life Sciences	12	25	6.2	51.7	7.5	62.5	8.0	66.7
Cluster 2: Physical Sciences	12	25	6.0	50.0	6.6	55.0	7.2	60.0
Cluster 3: Earth and Space Sciences	12	25	5.5	45.8	6.9	57.5	7.4	61.7
Cluster 4: Nature and Implications of Science	12	25	6.1	50.8	7.3	60.8	7.6	63.3

Cluster 1: Life Sciences

- A. Classifying Life Forms
- B. Ecology
- C. Cells

Cluster 2: Physical Sciences

- E. Structure of Matter
- H. Energy
- I. Motion

Cluster 3: Earth and Space Sciences

- D. Continuity and Change
- F. The Earth
- G. The Universe

Cluster 4: Nature and Implications of Science

- J. Inquiry and Problem Solving
- K. Scientific Reasoning
- L. Communication
- M. Implications of Science & Technology

Each content standard in the clusters shown is defined in Maine’s 1997 *Learning Results*, which are the basis for science and technology Grade Span Expectations. Each item on the MEA measures a grade span expectation, which can be found at <http://www.maine.gov/education/lslg/gles.htm>.

SCIENCE AND TECHNOLOGY RESULTS

(CONTINUED)

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

REPORTING CATEGORIES	School										SAU						State					
	Tested	E		M		P		D		Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score	Tested	E	M	P	D	Mean Scaled Score
	N	N	%	N	%	N	%	N	%		N	%	%	%	%		N	%	%	%	%	
All Students	65	0	0	18	28	20	31	27	42	434	508	6	44	28	22	441	13991	6	51	32	11	444
Ethnicity																						
African American/Black	23	0	0	1	4	6	26	16	70	426	94	0	15	34	51	430	385	2	27	35	36	434
American Indian or Native Alaskan	0										1						101	3	44	44	10	441
Asian or Pacific Islander	5	0	0	2	40	2	40	1	20	436	56	0	34	36	30	436	262	5	52	28	14	443
Hispanic	2										18	0	22	39	39	435	162	2	38	39	21	439
Caucasian/White	35	0	0	15	43	12	34	8	23	440	339	9	55	24	12	445	13080	7	52	31	10	444
Not Reported	0										0						1					
Identified disability																						
Yes	13	0	0	2	15	3	23	8	62	427	88	1	27	32	40	433	2370	2	32	41	25	437
No	52	0	0	16	31	17	33	19	37	436	420	7	48	27	18	443	11621	7	55	30	8	445
Current LEP																						
Yes	25	0	0	2	8	5	20	18	72	426	126	0	18	34	48	431	379	1	25	35	39	433
No	40	0	0	16	40	15	38	9	23	439	382	8	53	26	14	444	13612	6	52	32	10	444
Economically disadvantaged																						
Yes	37	0	0	3	8	10	27	24	65	427	258	2	26	35	37	435	5470	3	41	39	18	440
No	28	0	0	15	54	10	36	3	11	443	250	10	62	20	7	448	8521	9	57	27	7	446
Migrant																						
Yes	0										0						5	20	20	40	20	443
No	65	0	0	18	28	20	31	27	42	434	508	6	44	28	22	441	13986	6	51	32	11	444
Gender																						
Female	29	0	0	6	21	14	48	9	31	436	258	6	41	31	22	441	6929	6	49	33	12	443
Male	36	0	0	12	33	6	17	18	50	433	250	6	47	24	22	441	7061	7	53	30	10	444
Not Reported	0										0						1					
Title 1A targeted program																						
Yes	61	0	0	17	28	19	31	25	41	435	216	0	31	33	36	435	1888	1	32	44	23	437
No	4										292	10	54	24	12	445	12103	7	54	30	9	445
Gifted/talented program																						
Yes	0										8	25	75	0	0	460	266	30	65	5	1	457
No	65	0	0	18	28	20	31	27	42	434	500	6	44	28	22	441	13725	6	51	32	11	444

E = Exceeds the Standards M = Meets the Standards P = Partially Meets the Standards D = Does Not Meet the Standards

NOTE: Some achievement level results have been left blank because fewer than five (5) students were tested. N = Number

SCIENCE AND TECHNOLOGY RESULTS

(QUESTIONNAIRE ITEMS)

Test Date: March 2008
Grade: 4
SAU: Portland Public Schools
School: Riverton School

QUESTIONNAIRE ITEMS	School										SAU						State					
	Students in Each Category	E		M		P		D		Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score	Students in Each Category	E	M	P	D	Mean Scaled Score
	%	N	%	N	%	N	%	N	%		%	%	%	%	%		%	%	%	%	%	
How much homework do you do on school nights?																						
A. none	5	0	0	0	0	0	0	3	100	417	3	0	7	33	60	424	5	4	37	36	22	439
B. less than one hour	66	0	0	11	26	18	42	14	33	436	68	6	45	29	20	442	74	6	53	31	10	444
C. one to two hours	25	0	0	5	31	2	13	9	56	433	27	7	50	25	19	443	18	7	52	32	8	445
D. more than two hours	5	0	0	2	67	0	0	1	33	436	2	0	25	17	58	431	2	4	31	33	32	437
How well do the questions that you have just been given on this MEA test match what you have learned in school about science?																						
A. The questions on the test match what I have learned in science class.	15	0	0	2	20	3	30	5	50	430	18	8	52	21	20	443	24	9	53	28	10	446
B. They match some of what I have learned.	42	0	0	12	44	9	33	6	22	441	48	7	49	29	15	443	49	6	54	31	9	445
C. They match just a little of what I have learned.	34	0	0	2	9	7	32	13	59	428	28	5	33	29	33	437	21	4	47	36	13	442
D. There is no match.	9	0	0	2	33	1	17	3	50	430	6	0	38	31	31	436	6	2	35	37	25	438
Which of the following best describes how you rate yourself as a student in science?																						
A. very good	14	0	0	1	11	1	11	7	78	423	22	7	47	19	26	440	25	9	53	27	10	446
B. good	55	0	0	13	36	10	28	13	36	436	54	7	48	26	19	443	54	6	55	30	9	445
C. fair	29	0	0	4	21	8	42	7	37	435	22	3	39	38	21	439	19	3	43	40	15	441
D. poor	2	0	0	0	0	1	100	0	0	434	2	9	0	45	45	431	3	2	28	42	29	435
How difficult was the science part of this test?																						
A. harder than my regular schoolwork	29	0	0	5	26	4	21	10	53	431	24	6	28	28	39	436	22	5	45	35	15	442
B. about the same as my regular schoolwork	62	0	0	12	30	14	35	14	35	436	63	6	49	30	15	443	62	7	53	31	9	445
C. easier than my regular schoolwork	9	0	0	1	17	2	33	3	50	431	13	6	54	16	24	443	16	7	52	28	13	444
How often do you have science classes?																						
A. every day	22	0	0	7	50	5	36	2	14	442	13	6	42	23	28	441	24	7	48	33	12	444
B. a few times a week	40	0	0	8	31	9	35	9	35	437	53	5	48	27	20	442	53	7	54	31	9	445
C. once a week	15	0	0	0	0	3	30	7	70	423	13	9	42	30	19	442	9	6	46	33	15	442
D. a few times a month	23	0	0	3	20	3	20	9	60	429	20	7	40	29	24	440	14	5	50	31	14	443
Which statement best describes how you learn science?																						
A. I mostly read a textbook and answer questions, and/or take notes and do assignments. I use science kits for demonstrations and experiments.	18	0	0	1	8	3	25	8	67	427	14	4	33	29	33	437	25	5	48	34	13	443
B. I work in groups to design and conduct experiments.	48	0	0	11	35	9	29	11	35	437	39	4	45	31	21	441	27	4	46	37	13	442
C. I do a combination of A and B, but mostly A.	15	0	0	2	20	5	50	3	30	435	17	10	47	23	20	444	26	7	56	28	8	445
D. I do a combination of A and B, but mostly B.	18	0	0	4	33	3	25	5	42	433	30	8	48	25	19	442	22	9	55	26	9	446
Optional school/SAU question																						
A.	100	0	0	0	0	0	0	3	100	409	33	0	0	0	100	410						
B.	0										33	0	0	75		426						
C.	0										8	0	0	0	100	420						
D.	0										25	33	0	0	67	427						